

Lincoln Day Program

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Music by L. R. Lewis and Carrie Bullard.

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THE PROGRAM.

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| I. First Stanza of "America."
Audience and School. | VII. Tributes in Prose and Verse.
Master and Pupils. |
| II. Whittier's "Laus Deo."
Chorus. | VIII. Homage to Lincoln (<i>Responsive</i>)
Superintendent (or Mayor)
and Chorus. |
| III. Biographical Data.
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| V. Bryant's "Funeral Ode."
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Audience and School. |
| VI. Lincoln's Writings and Sayings.
Master and Pupils. | |

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PREFATORY NOTE.

The Program here given is intended especially for use in grammar schools, or for an observance in which several schools, including high schools, join. Nevertheless it offers also a general form and much material suitable for use in smaller schools; and at the end of the text of the Program will be found lists of publications from which other material may readily be culled. Abbreviations and omissions may of course be made to meet time-limitations. The Program as here outlined will occupy about one hour and ten minutes.

It is intended that a large number of pupils participate in the exercises. The teachers in charge will assign the various parts to pupils in various grades, being governed by the nature of the respective passages. In general, the sequence from younger to older pupils will be maintained; but in the latter numbers of the Program, parts for some of the younger pupils will be found. The variety and contrast resulting from the participation of many pupils of various ages will be found to be one of the chief features of the Program's effectiveness. It is quite in order, in large assemblies of many classes, to have the speakers sit in various parts of the hall; but careful rehearsal must be held, so that what is said may be clearly heard throughout the hall, and so that there may be neither halting nor haste in the progress of the whole. *Members of the school must be warned not to turn the pages in unison during the spoken exercises.*

The parts assigned to the master may be taken by one of the older pupils (the president of the senior class, for instance), or may be divided among several of the older pupils. In that case, the parts assigned to the superintendent of schools (or mayor) would fall to the principal.

THE PROGRAM.

I. The First Stanza of "America."

THE MASTER. Let us all rise and join in singing a stanza of "America"—"My country, 'tis of thee."

After the audience is seated, the master continues:

THE MASTER. The words of our first musical number have special fitness for this occasion. They are by John Greenleaf Whittier, and are taken from a poem entitled, "Laus Deo"—"Praise to God." The poet tells us that this work was inspired by the clanging of the bells which announced the passage of the Constitutional Amendment abolishing slavery.

II. "Laus Deo." (See page 10.)

THE MASTER. Our exercises to-day are to commemorate the.....anniversary of Abraham Lincoln's birth. We shall not do this by formal biography or elaborate eulogy. We would inspire, rather than instruct, our listeners. First of all, thirty-three pupils will, each with a few words, speak of the prominent landmarks in Lincoln's life.

III. Biographical Data.

Each pupil rises in his place and gives the assigned item. There should be a prompt succession; but it is well not to have the speakers seated together.

1. Abraham Lincoln was born February 12, 1809, in Hardin (now LaRue) County, Kentucky.

2. By his father's ancestry he was a Pennsylvanian; by his mother's birth a Virginian.

3. When he was seven years old his father removed to Indiana, where he was brought up as a pioneer's boy.

4. His mother, a good woman, trained Abraham to three things: never to swear, never to touch liquor, and never to lie.

5. In 1830 his father moved to Illinois, and Lincoln was afterward called the "rail-splitter," because he split the logs for his father's log cabin, and for the fence which enclosed the ten acres of the farm.

6. His attendance at school as a boy was very little—not more than a year in all.

7. Not until he was twenty-one, when he diligently began to read and study, could he be said to have any mental training.

8. In 1832, at the age of twenty-three, he had a season of military experience, and as a captain was famous with his company for his athletic powers and for his cleverness at story-telling.

9. He presently became ambitious for public life, ran as a candidate for the legislature, was defeated, and later became postmaster of New Salem, Illinois.

10. His self-reliance and ingenuity were shown by his learning the art of surveying in six weeks, thereby securing the post of deputy surveyor.

11. As he desired to practise law, he borrowed books which he was too poor to buy, studied with great zeal, and in 1837 was licensed to practise at the bar.

12. He was already in the state legislature, and was the leader of the Whig party in the House, as his famous antagonist, Stephen A. Douglas, was the foremost man among the Democrats.

13. His antislavery principles were first shown during his membership in the state legislature, as Representative of Springfield, which city had become his permanent home.

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14. In 1844, at the age of thirty-five, he made a strong impression on the political world by his speeches for Henry Clay as candidate for President.

15. Two years later Lincoln went to Congress as a Whig member of the House of Representatives.

16. By the repeal of the Missouri Compromise in 1854, the territories of the United States were opened to slavery, and Lincoln's indignation threw him heart and soul into the fierce national debate which followed.

17. His debates with Douglas, and his prominence as the antislavery leader of his state, gave him, in 1856, the opportunity to determine the platform of a new party.

18. His own words were, "Take the Declaration of Independence, and hostility to slavery extension. Let us build our new party on the Declaration of Independence."

19. During the next four years, by his many debates with Douglas, and his great speeches not only in Illinois but in all parts of the country, he became the national leader of his increasing party.

20. The greatest assembly of this new Republican party was its national convention in Chicago, May 16, 1860.

21. The distinguishing feature of its platform was its radical doctrine of no extension of slavery.

22. Although there were many other men of experience in public life more cultivated and longer known than Lincoln, the convention hastened, as it were by instinct, to nominate him for President.

23. The great campaign in which three powerful candidates, Douglas, Breckenridge and Bell, were opposed to Lincoln, ended in Lincoln's triumphant election.

24. When Lincoln was inaugurated at Washington, March 4, 1861, the Southern slave states had already carried out their threat of secession from the Union.

25. South Carolina led the seceders. The Confederate States of America were organized under Jefferson Davis as President, and on April 13th Fort Sumter, near Charleston, South Carolina, surrendered to the Southern troops.

26. Lincoln's first inaugural address asserted that the Union must be perpetual and unbroken; and two days after the surrender of Sumter he called for an army of 70,000 men.

27. In the great Civil War which followed, slavery was Lincoln's most difficult problem; and it was not until September 22, 1862, that he issued his famous Emancipation Proclamation, declaring freedom to all slaves in the states then in rebellion.

28. To Lincoln's statesmanship was due the fact that danger to the United States from other countries, such as England and Mexico, was averted; and to his fortitude, patience and patriotism we owe it that the people of this nation were sustained in courage and in hope during this time of peril.

29. In 1864 Lincoln was elected for his second term as President, receiving 212 of the 233 electoral votes.

30. Not long before Lincoln's death his frequent recommendations to Congress resulted in the Thirteenth

Amendment to the Constitution, by which slavery was destroyed forever within the jurisdiction of the United States.

31. The Civil War practically ended with the surrender of Richmond, April 2, 1865, and the next day Lincoln paid his famous visit to the secession capital.

32. His last public address was given to a large company gathered in front of the White House, and outlined the work of reconstruction which must follow the ending of the war.

33. On April 14, 1865, he was shot by one of the conspirators who had planned the murder of the President and the members of his Cabinet. Lincoln died on the following day.

IV. Life-Epochs.

THE MASTER. Much has been written concerning Lincoln in permanent biography and in current periodicals. From some of the worthiest of these we may choose a few sentences, each treating of one of the more important periods of Lincoln's career. Concerning his education we make citation from the Tarbell biography.

A PUPIL. With all his hard living and hard work, Lincoln was getting . . . a . . . kind of education. . . . He went to school "by littles," he says; "in all it did not amount to more than a year." . . . But more or less of a schoolroom is a matter of small importance, if a boy has learned to read, and to think of what he reads. And that this boy had learned.

A PUPIL. From everything he read he made long extracts with his turkey-buzzard pen and brier-root ink. When he had no paper he would write on a board, and thus preserved his selections until he secured a copy-book. The wooden fire-shovel was his usual slate, and on its back he ciphered with a charred stick, shaving it off when it had become too grimy for use.

A PUPIL. His stock of books was small, but he knew them thoroughly, and they were good books to know: the Bible, "Æsop's Fables," "Robinson Crusoe," Bunyan's "Pilgrim's Progress," a "History of the United States," Weems's "Life of Washington," and the "Statutes of Indiana."

A PUPIL. From his boyhood he would keep faith with that which his mind told him was true, although he lost friend and place by it. When he entered public life these qualities at first won him position; but they cost him a position more than once.

THE MASTER. Concerning his earlier political life we select words of Harriet Beecher Stowe, James Russell Lowell and George Bancroft.

A PUPIL. Mrs. Stowe says, "He has never been called self-seeking or selfish."

A PUPIL. Lowell says, "Nothing is more remarkable than the unerring tact with which, in his debate with Mr. Douglas, he went straight to the reason of the question; nor have we ever had a more striking lesson in political tactics than the fact, that opposed to a man exceptionally adroit . . . exceptionally unscrupulous . . . he should yet have won his case before a jury of the people."

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A PUPIL. George Bancroft, in his "Memorial Address" says, "As to his integrity, Douglas, his rival, said of him, 'Lincoln is the honestest man I ever knew.'"

THE MASTER. Volumes have been wholly or partly devoted to Lincoln's presidential career. We choose characteristic words from Ralph Waldo Emerson and from the biography by Nicolay and Hay.

A PUPIL. Here was no place for holiday magistrate, nor fair-weather sailor: the new pilot was hurried to the helm in a tornado. In four years—four years of battle-days—his endurance, his fertility of resources, his magnanimity, were sorely tried and never found wanting.

A PUPIL. As President, caring for nothing but the public good, free from envy or jealous fears, he surrounded himself with the leading men of his party, his most formidable rivals in public esteem, and through four years of stupendous difficulties he was head and shoulders above them all in the vital qualities of wisdom, foresight, knowledge of men, and thorough comprehension of measures.

THE MASTER. Perhaps never in the history of the world has the death of a man in public life brought keen sorrow to so many persons. We quote representative comment from abroad as well as from citizens of the United States.

A PUPIL. John Stuart Mill, writing in May, 1865, to a friend in Philadelphia, says, "But the loss is ours, not his. It was impossible to have wished him a better end than to add the crown of martyrdom to his other honors, and to live in the memory of a great nation as those only live who have not only labored for their country, but died for it. And he did live to see the cause triumphant, and the contest virtually over."

A PUPIL. Speaking in London in May, 1865, Charles Francis Adams said, "It was because Abraham Lincoln was a faithful exponent of the sentiments of a whole people that he was stricken down. . . . It was, then, for our cause that Abraham Lincoln died, not for his own."

A PUPIL. Ralph Waldo Emerson, in an oration delivered April 19, 1865, said, "And who does not see, in this tragedy so recent, how fast the terror and ruin of the massacre are already turning into glory around the victim. Far happier this fate than to have lived to be wished away! . . . Had he not lived long enough to keep the greatest promise that ever man made to his fellow men—the practical abolition of slavery?"

A PUPIL. In the English House of Commons Disraeli uttered these words: "There are rare instances when the sympathy of a nation approaches those tenderer feelings that, generally speaking, are supposed to be peculiar to the individual, and to form the happy privilege of private life; and I think this is one of them. . . . In the character of the victim, and in the very accessories of his almost latest moments, there is something so homely and so innocent that it takes the subject, as it were, out of the pomp of history, and out of the ceremonial of diplomacy. It touches the heart of nations, and appeals to the domestic sentiments of mankind."

THE MASTER. It has been said that the body of Lincoln made a triumphal progress from the national capital to its last resting-place in Lincoln's home city of Springfield. In the splendid volume which records the observance of Lincoln's funeral in New York City, we find an ode written for the occasion by William Cullen Bryant. After the Ode is read, our chorus will sing it for us.

The Master, or some one selected by him, reads the text of the Ode.

V. Bryant's Funeral Ode. (See page 12.)

VI. Lincoln's Writings and Sayings.

THE MASTER. Lincoln has spoken for himself, and his words have become a precious part of the finest literature of our mother tongue. They will always arouse our patriotic enthusiasm, while they excite our wonder at the gift of eloquent expression which they reveal. As leader of the great political army which was resisting the extension of slavery in the United States, his most remarkable speech in the campaign was that made in Cooper Institute, New York, February 27, 1860. After its long argument, the few lines at its close mark his spirit and courage in the fight.

A PUPIL. Neither let us be slandered from our duty by false accusations against us, nor frightened from it by menaces of destruction to the government, nor of dungeons to ourselves. Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it.

THE MASTER. The tenderness of spirit and the love of Lincoln's heart are his most beautiful traits of character. This is his farewell speech to his neighbors and fellow townsmen when he left home, February 11, 1861, for his inauguration at Washington.

A PUPIL. My Friends. No one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when or whether ever I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being who ever attended him, I cannot succeed. With that assistance, I cannot fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.

THE MASTER. When Lincoln took his first oath to the presidential office secession had already begun, and the whole country was stirred by the passions of anger and fear. His inaugural therefore dealt with this exciting topic. He declared in these words that the Union could not be broken:

A PUPIL. I hold that, in contemplation of universal law and of the Constitution, the Union of these states is perpetual. . . . Continue to execute all the express provisions of our national Constitution, and the Union will endure forever—it being impossible to destroy it except by some action not provided for in the instrument itself.

A PUPIL. And again: I therefore consider that, in view of the Constitution and the laws, the Union is unbroken; and to the extent of my ability I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all the states.

A PUPIL. He concludes: In your hands, my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the government, while I shall have the most solemn one to "preserve, protect, and defend it."

I am loath to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union when again touched, as surely they will be, by the better angels of our nature.

THE MASTER. After his second election, to a crowd of serenaders and others who came to the White House with their congratulations, he showed his unquenchable hope and trust in popular government.

A PUPIL. But the election, along with its incidental and undesirable strife, has done good, too. It has demonstrated that a people's government can sustain a national election in the midst of a great civil war. Until now it has not been known to the world that this was a possibility. It shows also how sound and how strong we still are. It shows that, even among candidates of the same party, he who is most devoted to the Union and most opposed to treason can receive most of the people's votes. It shows also . . . that we have more men now than we had when the war began. Gold is good in its place, but living, brave, patriotic men are better than gold.

THE MASTER. Lincoln's second inaugural was very short. He told the history of the war in words which, as one of his editors says, "burn with the heat of their compression." He ended thus:

A PUPIL. Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet if God wills that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, "The judgments of the Lord are true and righteous altogether."

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne

the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

THE MASTER. The masterpiece of Lincoln is his Gettysburg Address. At the dedication of the great National Military Cemetery, Edward Everett delivered a stately and scholarly oration; and Lincoln followed with a few lines which he had hastily composed almost on the spot. Every quality of heart or brain which can make language live will render these words conspicuous in American literary art and the nation's memory.

A PUPIL. Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

THE MASTER. Abraham Lincoln's humor has become proverbial. It was, however, only the thin veil of his most serious thought, and a diversion without which, as he himself said, he would sometimes have fallen from weariness on the hard path of duty.

A PUPIL. Mr. Lincoln was one day asked, "How many men do you suppose the Confederates have now in the field?" "Twelve hundred thousand, according to the best authority," was the prompt reply. "Good heavens!" exclaimed the inquirer. "Yes, sir, twelve hundred thousand. No doubt of it. You see, all our generals, when they get whipped, say the enemy outnumber them from three or five to one, and I must believe them. We have four hundred thousand in the field, and three times four make twelve. Don't you see it?"

A PUPIL. In a speech during the campaign for his reelection, Mr. Lincoln spoke as follows: "I have not permitted myself, gentlemen, to conclude that I am the best man in the country (for President); but I am reminded in this connection of a story of an old Dutch farmer who remarked to a companion once that 'it was not best to swap horses while crossing a stream.' "

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A PUPIL. During one of the long periods of inaction of the Army of the Potomac, the President remarked to a corps commander and another gentleman with whom he was discussing military matters, "If something is not done pretty soon, the bottom will fall out of the whole affair, and if General McClellan doesn't want to use the army, I'd like to borrow it of him—provided I could see how it could be made to do something."

A PUPIL. The President telegraphed to General Hooker in 1863 in the following words: "If the head of Lee's army is at Martinsburg, and the tail of it on the plank road between Fredericksburg and Chancellorsville, the animal must be slim somewhere. Could you not break him?"

THE MASTER. Lincoln was a typical American in the utterance of wise and homely sayings concerning human life.

Eighteen pupils give the following sentences in succession. Care should be taken that each thought is fully and clearly uttered. Perhaps some of them will cause laughter in the audience. In such cases the next following pupil should wait until perfect quiet is restored.

1. I am nothing, but truth is everything.
2. Always do the very best you can.
3. Afford all an unfettered start and a fair chance in the race of life.
4. The face of an old friend is like a ray of sunshine through dark and gloomy clouds.
5. No men living are more worthy to be trusted than those who toil up from poverty.
6. Have confidence in yourself.
7. It is sometimes well to be humble.
8. When you have an elephant on hand, and he wants to run away, better let him run.
9. You can fool some of the people all of the time, or all of the people some of the time, but you can't fool all of the people all of the time.
10. The Lord prefers common-looking people. That is why He made so many of them.
11. The severest justice may not always be the best policy.
12. With public sentiment nothing can fail; without it nothing can succeed.
13. Wanting to work is so rare a merit that it should be encouraged.
14. No man is good enough to govern another man without that other's consent.
15. You must remember that some things legally right are not morally right.
16. We should look beyond our noses.
17. The man and the dollar, but in case of conflict, the man before the dollar.
18. Be hopeful.

VII. Tributes in Prose and Verse.

THE MASTER. The storms of the great Civil War have long since passed away, and North and South, with

East and West, are one nation. The men who fought under both flags have won the judgment of history on their courage, their devotion and their sincerity. To Abraham Lincoln has come honor which places his name among the world's greatest. We will listen to a few of the tributes which have been paid to the memory of the man who did so much for the country which we ourselves try to serve, in the light of his example, with unswerving fidelity and love.

A PUPIL. Ralph Waldo Emerson said, "Lincoln is the true history of the American people in his time. Step by step he walked before them; slow with their slowness, quickening his march by theirs; the true representative of this continent; an entirely public man; father of his country, the pulse of twenty millions throbbing in his heart, the thought of their minds articulated by his tongue."

A PUPIL. Edward Everett Hale is one of twenty-four eminent Boston clergymen who spoke on the death of Lincoln. He said, "I dare not trust myself to speak a word regarding this simple, godly, great man, who in a moment has been called from the rule over a few cities to be master over many things in that higher service where he enters into the joy of his Lord. To speak of him I must seek some other hour. Our lesson for to-day is that the Kingdom of God comes, and is eternal. . . . The President may be killed to-morrow, and his successor, and his; but the republic lives! While it seeks to do God's will, to will and to do of His good pleasure, He works with it, and gives it immortality."

A PUPIL. Henry Ward Beecher, speaking from his pulpit, said, "Men will receive a new impulse of patriotism for his sake, and will guard with zeal the whole country which he loved so well—I swear *you*, on the altar of his memory, to be more faithful to the country for which he perished. They will admire and imitate the firmness of this man, his inflexible conscience for the right; yet his gentleness, as tender as a woman's, his moderation, which not all the heat of party could inflame, nor all the jars and disturbances of this country shake out of its place—I swear *you* to an emulation of his justice, his moderation and his mercy."

A PUPIL. At the final obsequies in Springfield, Bishop Simpson, who had also had part in the services at Washington, said, "It was not, however, chiefly by his mental faculties that he gained such control over mankind. His moral power gave him preëminence. The convictions of men that Abraham Lincoln was an honest man led them to yield to his guidance. As has been said of Cobden, whom he greatly resembled, he made all men feel a sense of himself—a recognition of individuality—a self-relying power. They saw in him a man whom they believed would do what is right, regardless of all consequences. It was this moral feeling which gave him the greatest hold on the people and made his utterances almost oracular."

THE MASTER. The poets also have paid their tribute to our great President. Let us hear a few stanzas from a noble poem by Richard Henry Stoddard, written shortly after the death of Lincoln.

A PUPIL.

But he, the man we mourn to-day,
No tyrant was: so mild a sway
In one such weight who bore
Was never known before.

Cool should he be, of balanced powers,
The ruler of a race like ours,
Impatient, headstrong, wild,
The Man to guide the Child.

Ah! And his genius put to scorn
The proudest in the purple born,
Whose wisdom never grew
To what, untaught, he knew.

A laboring man, with horny hands,
Who swung the ax, who tilled his lands,
Who shrank from nothing new,
But did as poor men do.

One of the People! Born to be
Their curious epitome;
To share yet rise above
Their shifting hate and love.

O honest face, which all men knew!
O tender heart, but known to few!
O wonder of the age,
Cut off by tragic rage!

*From "Poetical Writings," copyright, 1880,
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THE MASTER. By common consent, the loftiest lyric upon our Civil War is the "Commemoration Ode," written by James Russell Lowell, as a part of the services held in Cambridge in honor of the Harvard men who gave their lives for the Union. The passage describing Lincoln is worthy of many repetitions.

A PUPIL.

Such was he, our Martyr-Chief,
Whom late the Nation he had led,
With ashes on her head,
Wept with the passion of an angry grief:
Forgive me, if from present things I turn
To speak what in my heart will beat and burn,
And hang my wreath on his world-honored urn.

Nature, they say, doth dote,
And cannot make a man
Save on some worn-out plan,
Repeating us by rote:
For him her Old-World moulds aside she threw,
And, choosing sweet clay from the breast
Of the unexhausted West,
With stuff untainted shaped a hero new,
Wise, steadfast in the strength of God, and true.
[How beautiful to see

Once more a shepherd of mankind indeed,
Who loved his charge, but never loved to lead;
One whose meek flock the people joyed to be,
Not lured by any cheat of birth,
But by his clear-grained human worth,
And brave old wisdom of sincerity!

They knew that outward grace is dust;
They could not choose but trust
In that sure-footed mind's unflinching skill,
And supple-tempered will
That bent like perfect steel to spring again and thrust.
His was no lonely mountain-peak of mind,
Thrusting to thin air o'er our cloudy bars,
A sea-mark now, now lost in vapors blind;
Broad prairie rather, genial, level-lined,
Fruitful and friendly for all human kind,
Yet also nigh to heaven and loved of loftiest stars.

Nothing of Europe here,
Or, then, of Europe fronting mornward still,
Ere any names of Serf and Peer
Could Nature's equal scheme deface
And thwart her genial will;
Here was a type of the true elder race,
And one of Plutarch's men talked with us face to face.

I praise him not; it were too late;
And some innate weakness there must be
In him who condescends to victory
Such as the Present gives, and cannot wait,
Safe in himself as in a fate.

So always firmly he:]
He knew to bide his time,
And can his fame abide,
Still patient in his simple faith sublime,
Till the wise years decide.

Great captains, with their guns and drums,
Disturb our judgment for the hour,
But at last silence comes;
These all are gone, and, standing like a tower,
Our children shall behold his fame,
The kindly-earnest, brave, foreseeing man,
Sagacious, patient, dreading praise, not blame,
New birth of our new soil, the first American.

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THE MASTER. The years since Lincoln's death and the close of the Civil War have brought a change of feeling on the part of those who formerly were antagonists in the field. One of the earliest utterances pleading for this change is by Henry Peterson of Philadelphia—an "Ode for Decoration Day."

A PUPIL.

O gallant brothers of the generous South,
Foes for a day and brothers for all time!
I charge you by the memories of our youth,
By Yorktown's field and Montezuma's clime,
Hold our dead sacred—let them quietly rest
In your unnumbered vales, where God thought best.
Your vines and flowers learned long since to forgive,
And o'er their graves a brodered mantle weave:
Be you as kind as they are, and the word
Shall reach the Northland with each summer bird,
And thoughts as sweet as summer shall awake
Responsive to your kindness, and shall make
Our peace the peace of brothers once again,
And banish utterly the days of pain.

And ye, O Northmen! be ye not outdone
 In generous thought and deed.
 We all do need forgiveness, every one;
 And they that give shall find it in their need.
 Spare of your flowers to deck the stranger's grave,
 Who died for a lost cause:—
 A soul more daring, resolute, and brave,
 Ne'er won a world's applause.
 A brave man's hatred pauses at the tomb.
 For him some Southern home was robed in gloom,
 Some wife or mother looked with longing eyes
 Through the sad days and nights with tears and sighs,
 Hope slowly hardening into gaunt despair.
 Then let your foeman's grave remembrance share:
 Pity a higher charm to Valor lends,
 And in the realm of Sorrow all are friends.

By permission of the J. B. Lippincott Company.

THE MASTER. The poem to which we have just listened is memorable for the line, "Foes for a day and brothers for all time." The same sentiment was expressed by Maurice Thompson, himself an ex-Confederate soldier, in a prophecy from "Lincoln's Grave." In this reconciliation of former foes is vindicated the conviction of Abraham Lincoln that the Union of these states can never be broken.

A PUPIL.

Old soldiers true, ah, them all men can trust,
 Who fought, with conscience clear, on either side;
 Who bearded Death and thought their cause was just;
 Their stainless honor cannot be denied;
 All patriots they beyond the farthest doubt;
 Ring it and sing it up and down the land,
 And let no voice dare answer it with sneers,
 Or shut its meaning out;
 Ring it and sing it, we go hand in hand,
 Old infantry, old cavalry, old cannoniers.

And if Virginia's vales shall ring again
 To battle yell of Mosby or Mahone,
 If Wilder's wild brigade or Morgan's men
 Once more wheel into line; or all alone
 A Sheridan shall ride, a Cleburne fall,—
 There will not be two flags above them flying,
 But both in one, welded in that pure flame
 Uplifting in us all,
 When kindred unto kindred, loudly crying,
 Rally and cheer in freedom's holy name!

By permission of the Houghton Mifflin Co.

VIII. Homage to Lincoln.

THE MASTER. At the moment when we pay homage to Lincoln, the mind instinctively calls up the supreme executive utterance of the great President, the Emancipation Proclamation. Thus he wrote and thus it was forever to be: "I do order and declare that all persons

held as slaves within said designated states and parts of states are and henceforward shall be free; and that the executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of such persons. . . . And upon this act, sincerely believed to be an act of justice warranted by the Constitution upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God."

The chorus rises.

THE SUPERINTENDENT OF SCHOOLS, OR THE MAYOR. Let us revere Abraham Lincoln as a masterly leader of men.

THE CHORUS. (See page 14.)

He guided all the Nation; at its head
 He ruled as one who listens to commands.
 He knew the people's mood; and what he said
 Went forth embodied by a million hands.

THE SUPERINTENDENT, OR MAYOR. Let us hold him in loving memory as the President who signed the Proclamation that made all Americans free.

THE CHORUS.

Rejoice!
 With voice
 United, now exult in jubilee!
 The shackles fall
 From all:

The wondering slave stands free, a slave no more!
 The master is a slave no more, but free!
 The song of freedom peals from shore to shore!

THE SUPERINTENDENT, OR MAYOR. Let us honor him as the savior of the Union.

THE CHORUS.

To-day no North, no South!
 No feud, no talk of divided land!
 One nation stretching from ocean strand
 To ocean! Loyalty in every mouth!

For love of the sacred sod,
 For blessed freedom under shade of law,
 For him, the leader, who the victory saw,—
 All praise to God!

IX. The Salute to the Flag. (Unannounced.)

At a given signal every scholar stands and turns his face toward the flag, hands at the side. At the next signal each scholar gives the military salute. This is done by raising the right hand smartly to the forehead, the forearm inclined at about forty-five degrees, hand and wrist straight, the forefinger touching just above the right eye, thumb and fingers extended and joined, and palm to the left. In this position repeat together the following Pledge:

I pledge Allegiance to my Flag and to the Republic for which it stands: One Nation indivisible, with Liberty and Justice for All.

At the words, "to my Flag," the right hand is extended gracefully, palm upward, toward the Flag, and remains in this position till the end of the affirmation; whereupon all hands immediately drop to the side.

THE MASTER. It is fitting that Longfellow should speak to us, through the voice of music, in those wonderful closing lines of "The Building of the Ship," for Abraham Lincoln, on hearing them, was deeply touched. He was silent—so we are told—for a time, but finally said, with simplicity, "It is a wonderful gift to be able to stir men like that."

X. Sail On, O Ship of State. (See page 17.)

The chorus remains standing.

XI. The Last Stanza of "America."

THE SUPERINTENDENT. Let us all rise and join in singing the last stanza of "America."

Audience and School rise and join with the chorus in the singing of the last stanza of "America."

Our fathers' God, to thee,
Author of liberty,
To thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King.

CONCERNING ADDITIONAL MATERIAL.

No individual choice of material for a program can be expected to suit all conditions. Probably many teachers will wish to know where to look for passages to be substituted for parts of the Program as outlined.

Compendious sources are: *Life of Lincoln*, Nicolay and Hay, 10 vols. (*Century Co.*); *Lincoln's Works*, Constitutional Edition, 8 vols. (*Putnam*); *Life of Lincoln*, Ida M. Tarbell, 4 vols. (*Doubleday-Page*).

Several small collections are rich in available material: *Lincoln in Story*, Pratt (*Appleton*); *Winnowings for Lincoln's Birthday*, Mawson (*Appleton*); *Table-Talk of Abraham Lincoln* (*Stokes*); the *Lincoln volume* (Perry) in *Little Masterpieces* (*Doubleday-Page*); *Stories and Sayings of Lincoln* (Williams) in the *Ariel Booklets* (*Putnam*); *Life of Lincoln for Boys and Girls*, Moores (*Houghton-Mifflin*); *The Lincoln Year Book*, Rice (*McClurg*). None of these volumes exceeds a dollar in price.

Among books which may be in use as text-books, or are likely to be in a small school library are:

American Book Company: *Abraham Lincoln*, Baldwin; *Four Great Americans*, Baldwin.

Doubleday, Page & Company: *He Knew Lincoln*, Boyhood of Lincoln.

Ginn & Company: *The Beginners' American History*, Montgomery, pp. 222-239; *Story of American History*, Blaisdell, pp. 253, 368; *School Speaker and Reader*, Hyde, p. 173, pp. 173-174; *Standard Selections*, Fulton & Trueblood, pp. 206-212; *Masterpieces of Oratory*, Shurter, pp. 129, 348.

D. C. Heath & Company: *First Course in American History*, Hodgdon, Book II, p. 245; *Fifth Reader*, p. 316; *Heart of Oak Series*, Book VII, pp. 331, 338, 341, 342, 343, 344.

Hinds, Noble & Eldredge: *Approved Selections for Reading and Memorizing*, Seventh Year, Hix, pp. 109, 109, 110, 110, 113; *Approved Selections*, Eighth Year, Hix, pp. 107, 109, 110; *Pieces for Every Occasion*, Le Row, pp. 161, 217, 220, 222, 225, 226, 228, 230; *Commencement Parts*, Blackstone, pp. 231, 251, 452.

The Macmillan Company: *Nature Study in Elementary Schools*, Book I, Wilson, p. 132; Book II, Wilson, pp. 162, 164, 168; *History Reader for Elementary Schools*, Wilson, pp. 179-197; *First Lessons in United States History*, Channing, pp. 181-186; *Men Who Made the Nation*, Sparks, pp. 378-410.

A. C. McClurg & Company: *Life of Lincoln*, Arnold; *Children's Life of Lincoln*, Putnam; *Lincoln at Gettysburg*, Carr; *The Illini*, Carr; *My Day and Generation*, Carr.

Charles E. Merrill Company: *Words of Abraham Lincoln*, French, pp. 11-57; *First Lincoln and Douglas Debate*, Morris, pp. 1-63; *Graded Literature Reader*, No. 7, Judson and Bender, p. 191.

G. P. Putnam's Sons: *Lincoln's Life*, Brooks; *Lincoln Centennial Medal Volume*; *Lincoln and Gettysburg*.

Rand, McNally & Company: *Lights to Literature*, Five-Book Series, Book V, pp. 151, 163; *Eight-Book Series*, Book V, p. 82; Book VII, p. 156; *New Century Fourth Reader*, p. 45; *Fifth Reader*, pp. 76, 77, 267; *Eighth Reader*, p. 187; *Language Through Nature*, Literature and Art, Perdue and Griswold, p. 155; *Literary Readings*, Curry, p. 423.

Silber, Burdett & Company: *American Pioneers*, Mowry, pp. 239-255; *Historical Readings*, Ellis, pp. 152-158; *Making of the American Nation*, Redway, pp. 299-325; *Makers of Arkansas History*, pp. 223-227; *First Steps in History*, Mowry, pp. 245-256; *Makers of American History*, Chandler, pp. 265-273; *Stepping Stones*, Book V, pp. 360-364; Book VII, pp. 246-247; *Powers and Balliet Readers*, Book III, pp. 69-73; Book V, pp. 264-265; *Little Helper II*, Baum, pp. 98-99; *Through the Year*, II, Clyde and Wallace, pp. 11-20; *Red Letter Days*, Hall and Lennox, pp. 18-21; *Ethics of Success*, III, Thayer, pp. 136, 137, 224; *Beacon Lights of Patriotism*, Carrington, p. 299.

Frederick A. Stokes Company: *Life of Lincoln*, Stoddard.

Thompson-Brown Company: *Language Lessons*, Dunton and Kelley, p. 51.

MUSICAL NUMBERS FOR LINCOLN DAY PROGRAM

II. LAUS DEO

J. G. WHITTIER

CARRIE BULLARD

SOPRANO I. AND II (WITH ALTO I)

TENOR (WITH ALTO II)

Bass

Moderato

f

Ped.

mf

1. It is done !
 2. Ring, O bells !
 3. Ring and swing,

1. It is
 2. Ring, O
 3. Ring and

... Clang of bell and roar of gun Send the
 ... Ev - 'ry stroke ex - ult - ing tells Of the
 ... Bells of joy ! On morn - ing's wing Send the

done ! Clang of bell and roar of gun Send the
 bells ! Ev - 'ry stroke ex - ult - ing tells Of the
 swing, Bells of joy ! On morn - ing's wing Send the

10

mf

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LAUS DEO

11

15 *cres.*

tid - ings up and down. How the bel - fries rock and
 bur - ial hour of crime. Loud and long, that all may
 song of praise a - broad! With a sound of bro - ken

15 *cres.*

tid - ings up and down. How the bel - fries rock and
 bur - ial hour of crime. Loud and long, that all may
 song of praise a - broad! With a sound of bro - ken

cres.

15 *cres.*

20 *ff*

reel! How the great guns, peal on peal, Fling the
 hear, Ring for ev - 'ry list - 'ning ear Of E -
 chains Tell the na - tions that He reigns, Who a -

20 *ff*

reel! How the great guns, peal on peal, Fling the
 hear, Ring for ev - 'ry list - 'ning ear Of E -
 chains Tell the na - tions that He reigns, Who a -

20 *ff*

20 *ff*

joy from town to town!
 ter - ni - ty and Time!
 lone is Lord and God!

joy from town to town!
 ter - ni - ty and Time!
 lone is Lord and God!

30

[NOTE: Though the next two numbers are printed without separate Second Alto part, the Tenor will be found to be within the compass of the Alto.]

V. THE DEATH OF LINCOLN

WILLIAM CULLEN BRYANT

LEO R. LEWIS

1. O, slow to smite and swift to spare, Gen - tle and mer - ci - ful and just! Who,
 2. In sor - row by thy bier we stand, A - mid the awe that hush - es all, And

5 1 2

in the fear of God, didst bear The sword of pow'r, a na - tion's trust!
 speak the an - guish of a land That (Omit) shook with hor - ror

11 Inst.* 16

at thy fall. 3. Thy task is done; the bond are free:

BASS OR ALTO SOLO, OR CHORUS 20 Tutti

We bear thee to an hon - or'd grave, Whose proud-est mon - u - ment shall be The

25

broke - en fet - ters of the slave. 4. Pure was thy life; its blood - y close hath

30

placed thee with the sons of light, A - mong the no - ble host of those Who

35 40

per - ished in the cause of Right. Pure was thy life, pure, pure!

* Or unseen semi-chorus

Pure, pure was thy life!

VIII. HOMAGE TO LINCOLN

D. L. MACLSBY
First Response

CARRIE BULLARD

He guid - ed all the na - tion ; at its head He ruled as one who lis - tens to com - mands ;

He knew the peo - ple's mood, and what he said Went forth em - bod - ied by a mil - lion hands .

Second Response

Re - joice ! With voice U - nit - ed, now ex - ult in ju - bi - lee ! The shack - les fall From

all ! The won - d'ring slave stands free, a slave no more ! The mas - ter is a

HOMAGE TO LINCOLN

15

cres. 15

slave no more, but free! The song of free-dom peals from shore to shore!

cres.

f

Third Response

mp

To-day no North, no South, No feud, no thought of di-vid-ed land, One

mp

mp ben legato

5 *cres.* *poco rit.* *ff*

na-tion, stretching from o-cean strand To o-cean,—loy-al-ty in ev-'ry mouth. For

cres. *ff*

5 *cres.* *poco rit.* *ff*

HOMAGE TO LINCOLN

Slower 10

love of the sa - cred sod, For bless-ed free-dom un-der shade of law, For him, the

10

Slower

15 *cres.*

lead-er who the vic-t'ry saw, All praise to God, . all praise to God, to God, . . .

cres.

15

All praise to

cres.

. . . all praise,

20

all praise to God!

God, .

20

f *ff* *ritard.*

The musical score is written for a vocal soloist and piano accompaniment. It is in 3/4 time and G major. The tempo is marked 'Slower'. The score consists of several systems of music. The first system shows the vocal line and piano accompaniment for measures 10-15. The second system continues the vocal line and piano accompaniment for measures 15-20. The third system shows the vocal line and piano accompaniment for measures 20-25. The fourth system shows the vocal line and piano accompaniment for measures 25-30. The score includes various performance instructions such as 'Slower', 'cres.' (crescendo), 'ff' (fortissimo), and 'ritard.' (ritardando). The lyrics are: 'love of the sa - cred sod, For bless-ed free-dom un-der shade of law, For him, the lead-er who the vic-t'ry saw, All praise to God, . all praise to God, to God, . . . All praise to . . . all praise, all praise to God! God, .'. The score ends with a double bar line and repeat signs.

XI. SAIL ON, O SHIP OF STATE

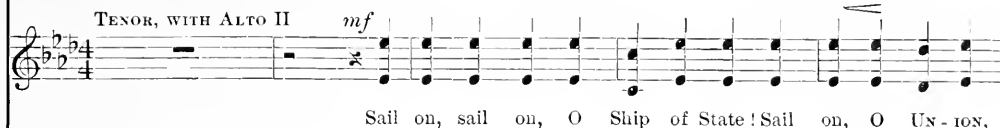
From LONGFELLOW'S "Building of the Ship"

LEO R. LEWIS

SOPRANO I, AND II (WITH ALTO I) *mf*



TENOR, WITH ALTO II *mf*



BASS *mf*



Allegretto animato



SAIL ON, O SHIP OF STATE

10

years, Is hang-ing breath-less on thy fate!

years, Is hang-ing breath-less on thy fate! We know what Mas-ter

10 2 2 4 4

p dolce. 15

Sail on, sail on, Sail on, sail on, We

laid thy keel, What Work-men wro't thy ribs of steel,

15 4 4

know . . Who made each mast, and sail, . . . and rope, What an-vils rang, rang, what

What an-vils rang, rang, what

f 20

hammers beat, What an-vils rang, . . . what hammers beat, . . . what hammers beat, In

hammers beat, What an-vils rang, . . . what hammers beat, . . . what hammers beat, In

ff *mp* 25

ff *mp* 25

SAIL ON, O SHIP OF STATE

cres. molto *ff* *mp* *cres. molto* *ff*

what a forge and what a heat Were shaped the an - chors of thy hope !

cres. molto *ff* *mp* *cres. molto* *ff*

what a forge and what a heat Were shaped the an - chors of thy hope !

cres. molto *ff* *mp* *cres. molto* *ff*

poco accel. 30 *rallentando*

Sail on, sail on, sail on, . . . sail on, . . . sail . . .

poco accel. *rallentando*

Sail on, sail on, sail on, . . . sail on, . . . sail . . .

poco accel. *rallentando*

30 *poco accel.* *rallentando*

SAIL ON, O SHIP OF STATE

21

ff moderato e marcato **36** *accel.* *a tempo*

on, sail on, O Ship of State! Sail on, O Un-ion, strong and great!

ff moderato e marcato *accel.* *a tempo*

on, sail on, O Ship of State! Sail on, O Un-ion, strong and great!

ff moderato e marcato *accel.* *a tempo*

ff moderato e marcato *accel.* *a tempo* *mf*

40 *mf* Bass Solo or Chorus, like a Recitative

Fear not each sud-den sound and shock, 'Tis of the

dim. *p* *colla voce.* *mf*

45 *p* *bs*

wave, and not the rock; 'Tis but the flap-ping of the sail, And not a rent made by the

p *p* *f subito* *p*

SAIL ON, O SHIP OF STATE

mp Andante tranquillo

Sail on, sail on, O Ship of State! Sail on, O UN-ION, strong and

mp

Sail on, sail on, O Ship of State! Sail on, O UN-ION, strong and

50 *Tutti mp*

gale!

50 *Andante tranquillo*

Tempo 1 f 56

great. In spite of rock and tem-pest's roar, In spite of false lights

f

great. In spite of rock and tempest's roar, In spite of false lights

f

Tempo 1 mf 56

f

60 *poco rit.* *cres.* *ff* *Moderato*

on the shore, Sail on, sail on, sail on, sail on, nor fear to

poco rit. *cres.* *ff* *Moderato*

on the shore, Sail on, sail on, sail on, sail on, nor fear to

poco rit. *cres.* *ff* *Moderato*

60 *poco rit.* *cres.* *ff* *Moderato*

4

The musical score consists of two systems. The first system has three staves: two vocal staves (treble and bass clef) and one piano accompaniment staff (grand staff). The second system has two staves: a vocal staff (treble clef) and a piano accompaniment staff (grand staff). The music is in 2/2 time, key of B-flat major. Performance markings include 'poco rit.', 'cres.', 'ff', and 'Moderato'. Measure numbers 60 and 65 are indicated. The lyrics are: 'on the shore, Sail on, sail on, sail on, sail on, nor fear to'.

accel. 65

breast the sea! Our hearts, our hopes, are all with thee, Our hearts, our hopes, our

accel.

breast the sea! Our hearts, our hopes, are all with thee, Our hearts, our hopes, our

accel.

Our hearts, our hopes, . . . are all with thee,

65 *accel.*

The musical score continues with two systems. The first system has three staves: two vocal staves (treble and bass clef) and one piano accompaniment staff (grand staff). The second system has two staves: a vocal staff (treble clef) and a piano accompaniment staff (grand staff). The music is in 2/2 time, key of B-flat major. Performance markings include 'accel.'. Measure numbers 65 and 65 are indicated. The lyrics are: 'breast the sea! Our hearts, our hopes, are all with thee, Our hearts, our hopes, our' and 'Our hearts, our hopes, . . . are all with thee,'.

SAIL ON, O SHIP OF STATE

un poco largamente

70

pray'rs, our tears, our faith tri-um-phant o'er our fears, Are all, are all with thee, — . . .

un poco largamente

pray'rs, our tears, our faith tri-um-phant o'er our fears, Are all, are all with thee, — . . .

un poco largamente

un poco largamente

75

. . . are all, all with thee!

. . . are all, all with thee!

75

a tempo animato